

# ICHESPAN



2025 第二屆新常態下之人文、教育與社會實踐國際會議  
2<sup>nd</sup> INTERNATIONAL CONFERENCE ON HUMANITIES, EDUCATION, AND  
SOCIAL PRAXIS IN THE AGE OF THE NEW NORMAL 2025  
(2<sup>nd</sup> ICHESPAN 2025)

MARCH 6<sup>th</sup> 2025

會議手冊  
CONFERENCE HANDBOOK



Chia 2016



ASIA UNIVERSITY  
COLLEGE OF HUMANITIES AND SOCIAL SCIENCES

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# 簡介 INTRODUCTION

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在新常態下，輔助科技已深深融入我們的日常生活和學習環境，並獲得廣泛接受。自 2022 年以來，人工智慧技術，尤其是生成式 AI 的迅速發展和應用，促使我們重新思考如何在這一新環境中提升人文關懷、教育模式和社會服務的效果。隨著英語作為教學媒介（EMI）的廣泛應用，AI 技術的支持帶來了全新的教育創新和語言學習模式，進一步擴展了全球教育的視野。本次大會的主題為「科技賦能與 EMI 融入人文、社會關懷與教育」，旨在探討 AI 如何在快速變化的科技背景下推動社會實踐的創新與進步，並應對新科技應用所引發的人文與倫理挑戰。

In the new standard, assistive technology has become deeply integrated into our daily lives and learning environments, gaining widespread acceptance. Since 2022, the rapid development and application of artificial intelligence technology, particularly generative AI, have prompted us to rethink how to enhance humanistic care, educational models, and the effectiveness of social services in this new context. With the widespread use of English as a Medium of Instruction (EMI), the support of AI technology has brought forth new educational innovations and language learning models, further expanding the global perspective of education. This conference, "Technology Empowerment and EMI Integration in Humanities, Social Care, and Education," explores how AI can drive innovation and progress in social practices against rapidly advancing technology while addressing the humanistic and ethical challenges of applying new technologies.

# 主辦單位 ORGANIZERS

## 亞洲大學人文社會學院



The College of Humanities and Social Sciences of Asia University, Taiwan

亞洲大學人文社會學院下設外國語言文學系、社會工作系、幼兒教育系。主要教師在外國語言教學、應用語言學、文化研究、幼兒教育、教師發展、社會福利、社會關懷、跨文化交流和多元文化主義等方面進行了多方研究並發表了論文。

The College of Humanities and Social Sciences of Asia University comprises The Department of Foreign Languages and Literatures, Social Work, and Early Childhood Education. Professors have researched and published on language teaching, applied linguistics, cultural studies, early childhood education, teacher development, social welfare, social care, cross-cultural communication, and multiculturalism.

## 亞洲大學語文教學研究發展中心



Center for the Development of Language Teaching and Research, Asia University, Taiwan

亞洲大學語文教學研究發展中心致力於透過創新的教學方法、跨學科和學術合作，提升英語文教育與研究。中心的目標是提供高品質的語文課程並支持語文教學者和學習者，使其透過語文習得，作為通往國際交流與學術成功的橋樑。本中心設有 EMI 資源推動辦公室，其職責是制定並推動全校的全英語授課（EMI）課程，並提供 EMI 教師培訓。

Center for the Development of Language Teaching and Research at Asia University, Taiwan, is dedicated to enhancing language education and research through innovative teaching methodologies and interdisciplinary and academic collaborations. We aim to support educators and learners by providing high-quality language programs and promoting language acquisition as a bridge to international engagement and academic success. The Center operates the EMI Promotion Office, which aims to develop and implement the university's English-medium instruction (EMI) curriculum and provide EMI teacher training.



## 印度斯坦文理學院

### Hindustan College of Arts and Science (HCAS), India

印度斯坦藝術與科學學院（HCAS）隸屬於印度斯坦教育機構集團，是一所基督教少數族群學院，成立於 1995 年。該校獲得全國評鑑與認證委員會（NAAC）A 級複評認證，目前擁有約 4,100 名學生，並以卓越的學術表現聞名，特別是在生命科學、計算機科學、媒體、人文學科及商業研究等領域處於領先地位。HCAS 坐落於一座綠意盎然、佔地 12 英畝的校園，多年來不斷發展，現已開設 18 個大學部課程、9 個碩士課程及 3 個研究課程。此外，學院積極與國內外知名大學簽署合作備忘錄（MOU），促進學術交流、研究合作及全球學習機會。

HCAS 獲得泰米爾納德邦政府認可，並隸屬於馬德拉斯大學。學生不僅在學業上屢獲佳績、取得大學排名，還在體育、課外活動及社會公益方面表現優異。學院營造國際化氛圍，吸引來自世界各地的學生，打造多元文化的學術社群。

Hindustan College of Arts & Science (HCAS), a distinguished unit of the Hindustan Group of Institutions, is a Christian Minority institution established in 1995. It has earned a prestigious NAAC Re-Accreditation with an "A" grade, catering to a diverse student body of approximately 4,100. Situated on a lush 12-acre campus, the college stands at the forefront of academic excellence, particularly in Life Sciences, Computer Science, Media, Humanities, and Business Studies. Over the years, HCAS has expanded to offer 18 undergraduate, 9 postgraduate, and 3 research programs. Our college has forged valuable collaborations by signing national and international Memorandums of Understanding (MOUs) with prestigious universities. These partnerships open doors for academic exchange, research opportunities, and global learning experiences.

The college is approved by the Government of Tamil Nadu and is affiliated with the University of Madras. HCAS students consistently earn university ranks and excel in academics and sports, extracurricular activities, and social initiatives. The institution fosters a cosmopolitan atmosphere, drawing students from around the globe and making it a truly international academic community.

## Special Guest



### Dr. Susan Verghese

Dr. Susan Verghese 是印度斯坦集團機構的副總裁兼印度斯坦文理學院執行長。本次的國際研討會是由 Dr. Susan Verghese 促成辦理。她是一位充滿活力且努力不懈的醫生，她對服務人群充滿熱情和奉獻精神。 Dr.Susan Verghese 醫學士畢業於安貝德卡醫學院，並在 Sri Ramachandra 醫學院及其研究所獲得了眼科碩士學位，在 SRMC(DU) 大學的眼科碩士學位中名列前茅。她是高級視網膜顧問，並於 2015 年創立了 Smart Vision and Diabetes Clinic，現已發展成為擁有多個專科的 Smart Vision 醫院。除了醫療事業外，她自 2015 年起擔任印度-澳洲協會主席，致力於加強與澳洲的文化聯繫，也是 Rotarian 國際扶輪社的成員，曾擔任 Rotary Club Chennai Spotlight 的社長。

Dr. Susan Verghese is the Vice President of the Hindustan Group of Institutions and Director of the Hindustan College of Arts and Sciences. Dr. Susan Verghese also facilitated this international conference. She is a hard-working physician with a passion and dedication to the people she serves. Dr. Susan Verghese graduated with an MBBS from Ambedkar Medical College. She received his MSc in Ophthalmology from Sri Ramachandra Medical College and Research Institute, topping the MSc in Ophthalmology from SRMC(DU) University. She is a Senior Retina Consultant and founded the Smart Vision and Diabetes Clinic in 2015, which has grown into a multi-specialty Smart Vision hospital. In addition to her medical career, she has served as the president of the Indo-Australia Association since 2015 and is committed to strengthening cultural ties with Australia. She is also a member of Rotarian International and served as the president of Rotary Club Chennai Spotlight.

## 年度主題 THEME

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科技賦能與 EMI 融入人文、社會關懷與教育

Technology Empowerment and EMI Integration in Humanities,  
Social Care, and Education

## 子題 SUBTHEME

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### I. 助人工作中的 AI 輔助技術創新

AI-Assisted Technological Innovations in Social Service

### II. EMI 融入教育與語言學習中的創新

EMI Integrates Innovation into Education and Language Learning

### III. 幼兒教育中的創新與挑戰

Innovations and Challenges in Early Childhood Education

### IV. 弱勢群體中的社會包容與文化交流

Social Inclusion and Cultural Exchange in Vulnerable Care

### V. 永續發展中的健康福祉與復原力

Health, Well-Being, and Resilience in Sustainable Development

### VI. 其他與大會主題相關(含研究生研究)

Other related issues (or current graduate student research)

## 專講人員 KEYNOTE SPEAKERS

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***Dr. R. Sakthi Prabha***

Dean & Head, Department of Social Work, Hindustan College of Arts & Science, Chennai, India

TOPIC: Enhancing Health, Well-Being, and Resilience for Sustainable Development



***Dr. Duong Hien Hanh***

PhD of Sociology, Researcher at the University of Social Science and Humanity- Ho Chi Minh Nation University, Vietnam

TOPIC: Concept of Access to Health and Education Services for Half-breed Children Based in the Rural Mekong Delta of Vietnam



***Dr. 黃山耘 Shan-Yun Huang***

副教授，國立臺灣大學文學院外國語文學系暨研究所，臺灣 (Assoc. Prof., Department of Foreign Languages and Literatures, National Taiwan University, Taiwan)

TOPIC: 脈絡考量：EMI 的多元樣態 (Considering the Contexts: The Many Faces of EMI)

# 議程 ITINERARY

**Time: 6<sup>th</sup> March 2025** (Thursday, 9:00~17:00 Taiwan time)

**Room: A115**

Time	Activity	Moderator
8:30~9:00	Sign-in/Registration	
9:00~9:05	<b>Opening Ceremony: Dr. Shu-Chuan Liao, Dean of the College of Humanities and Social Sciences and International College</b>	Mr. Saw Ye Win Thu, PhD. Program Student, Department of Healthcare Administration, Asia University, Taiwan
9:05~9:10	<b>Opening Remarks by President Jeffrey J. P. Tsai of the Asia University, Taiwan</b>	
9:10~9:15	<b>Opening Remarks by Vice President Susan Verghese of the Hindustan Group of Institutions and Director of the Hindustan College of Arts and Sciences, India</b>	
9:15~10:45	<p><b>Keynote Speech I</b>  <b>Topic:</b> Enhancing Health, Well-Being, and Resilience for Sustainable Development</p> <p><b>Speaker:</b> Dr. R. Sakthi Prabha, Dean &amp; Head, Department of Social Work, Hindustan College of Arts &amp; Science, Chennai, India</p> <p style="text-align: center;"><b>Q &amp; A</b></p>	Dr. 廖淑娟 Shu-Chuan Liao, Dean, College of Humanities and Social Sciences, Asia University, Taiwan.
10:45~11:00	<b>Break</b>	
11:00~12:30	<p><b>Keynote Speech II</b>  <b>Topic:</b> Concept of Access to Health and Education Services for Half-breed Children Based in the Rural Mekong Delta of Vietnam</p> <p><b>Speaker:</b> Dr. Duong Hien Hanh, Researcher at the University of Social Science and Humanity- Ho Chi Minh Nation University, Vietnam</p> <p style="text-align: center;"><b>Q &amp; A</b></p>	Dr. 藍元杉(Yuan Shan Lan), Assistant Professor, Department of Social Work, Asia University, Taiwan
12:30~13:30	<b>Lunch</b>	

## 議程 ITINERARY (Cont'd)

**Time: 6<sup>th</sup> March 2025 (13:30~15:10 Taiwan time)**

**Room: A115**

Time	Activity	Moderator
13:30~15:10	<p>Keynote Speech III</p> <p>Topic: 脈絡考量：EMI 的多元樣態(Considering the Contexts: The Many Faces of EMI)</p> <p>Speaker: Dr.黃山耘 Shan-Yun Huang</p> <p>副教授，國立臺灣大學文學院外國語文學系暨研究所，臺灣 Assoc. Prof., Department of Foreign Languages and Literatures, National Taiwan University, Taiwan</p> <p>Q &amp; A</p>	Dr.林孟煒(Meng-Wei Mavise Lin), Assistant Professor, Department of Foreign Languages and Literature, Asia University, Taiwan
場地 Room	A115	
15:10~15:30	Break	
15:30~17:00	<p>Session I</p> <p>中英文場次 (Chinese-English session)</p> <p>Subtheme 2: EMI 融入教育與語言學習中的創新 (EMI Integrates Innovation into Education and Language Learning)</p> <p>#ichespan 201</p> <p># ichespan 202</p> <p># ichespan 203</p> <p># ichespan 204</p> <p># ichespan 506</p> <p># ichespan 609</p> <p>Q&amp;A</p>	Dr.陳淑娟(Shu-Chuan Chen), Associate Professor, Chair, Department of Foreign Languages and Literature, Asia University, Taiwan
場地 Room	A115	

# 議程 ITINERARY (Cont'd)

**Time: 6<sup>th</sup> March 2025 (13:30~15:10 Taiwan time)**

中文場次 (Chinese Session)

Time	Activity		
13:30~15:10	<p><b>Session II</b></p> <p><b>Subtheme 1: 助人工作中的 AI 輔助技術創新(AI-Assisted Technological Innovations in Social Service)</b></p> <p><b>Moderator: Dr.鄭明德(Ming-Te Cheng )</b>,Professor, Department of Business Administration, Taipei City University of Science of Technology</p> <p># ichespan 101 # ichespan 102 # ichespan 608 # ichespan 614 # ichespan 615 Q &amp; A</p>	<p><b>Session III</b></p> <p><b>Subtheme 3:幼兒教育中的創新與挑戰(Innovations and Challenges in Early Childhood Education)</b></p> <p><b>Moderator: Dr.林雍智(Yung-Chih Lin)</b>, Assistant Professor, Department of Early Childhood Education, Asia University</p> <p># ichespan 301 # ichespan 302 # ichespan 303 # ichespan 304 # ichespan 607 Q &amp; A</p>	<p><b>Session IV</b></p> <p><b>Subtheme 4:弱勢群體中的社會包容與文化交流(Social Inclusion and Cultural Exchange in Vulnerable Care)</b></p> <p><b>Moderator: Dr. 陳貽照(Yi-Chao Chen)</b> Assistant Professor, Department of Social Work, Asia University</p> <p># ichespan 401 # ichespan 402 # ichespan 403 #. ichespan 504 # ichespan 508 Q &amp; A</p>
場地 Room	M318	M203	M521
15:10~15:30	Break		

## 議程 ITINERARY (Cont'd)

**Time: 6<sup>th</sup> March 2025 (13:30~15:10 Taiwan time)**

Time	Activity
13:30~15:10	<p>Session V</p> <p>英文場次 (English session)</p> <p>Subtheme 5B: 永續發展中的健康福祉與復原力 (Health, Well-Being, and Resilience in Sustainable Development)</p> <p>Moderator: Dr 高立學( Li-Shiue Gau), Professor, Department of Business Administration, Asia University</p> <p># ichespan 501 # ichespan 502 # ichespan 503 # ichespan 507 # ichespan 509</p> <p>Q &amp; A</p>
地點 Room	M119

**Time: 6<sup>th</sup> March 2025 (15:30~17:00 Taiwan time)**

Time	Activity		
15:30~17:00	<table border="0" style="width: 100%;"> <tr> <td style="width: 50%; vertical-align: top;"> <p>Session VI</p> <p>中文場次 (Chinese Session)</p> <p>Subtheme 5A:永續發展中的健康福祉與復原力(Health, Well-Being, and Resilience in Sustainable Development)</p> <p>Moderator: Dr.林哲瑩(Che-Ying Lin), Associate Professor, Department of Social Work, Asia University</p> <p># ichespan 505 # ichespan 603 # ichespan 604 # ichespan 611 # ichespan 613 # ichespan 616</p> <p>Q &amp; A</p> </td> <td style="width: 50%; vertical-align: top;"> <p>Session VII</p> <p>中英文場次 (Chinese-English Session)</p> <p>Subtheme 6: 其他與大會主題相關(含研究生研究)</p> <p>Other related issues (or current graduate student research)</p> <p>Moderator: Dr.毛元臻( Jeanie Mao), Assistant Professor, Department of Foreign Languages and Literature, Asia University</p> <p># ichespan 602 # ichespan 605 # ichespan 606 # ichespan 610 # ichespan 612</p> <p>Q &amp; A</p> </td> </tr> </table>	<p>Session VI</p> <p>中文場次 (Chinese Session)</p> <p>Subtheme 5A:永續發展中的健康福祉與復原力(Health, Well-Being, and Resilience in Sustainable Development)</p> <p>Moderator: Dr.林哲瑩(Che-Ying Lin), Associate Professor, Department of Social Work, Asia University</p> <p># ichespan 505 # ichespan 603 # ichespan 604 # ichespan 611 # ichespan 613 # ichespan 616</p> <p>Q &amp; A</p>	<p>Session VII</p> <p>中英文場次 (Chinese-English Session)</p> <p>Subtheme 6: 其他與大會主題相關(含研究生研究)</p> <p>Other related issues (or current graduate student research)</p> <p>Moderator: Dr.毛元臻( Jeanie Mao), Assistant Professor, Department of Foreign Languages and Literature, Asia University</p> <p># ichespan 602 # ichespan 605 # ichespan 606 # ichespan 610 # ichespan 612</p> <p>Q &amp; A</p>
<p>Session VI</p> <p>中文場次 (Chinese Session)</p> <p>Subtheme 5A:永續發展中的健康福祉與復原力(Health, Well-Being, and Resilience in Sustainable Development)</p> <p>Moderator: Dr.林哲瑩(Che-Ying Lin), Associate Professor, Department of Social Work, Asia University</p> <p># ichespan 505 # ichespan 603 # ichespan 604 # ichespan 611 # ichespan 613 # ichespan 616</p> <p>Q &amp; A</p>	<p>Session VII</p> <p>中英文場次 (Chinese-English Session)</p> <p>Subtheme 6: 其他與大會主題相關(含研究生研究)</p> <p>Other related issues (or current graduate student research)</p> <p>Moderator: Dr.毛元臻( Jeanie Mao), Assistant Professor, Department of Foreign Languages and Literature, Asia University</p> <p># ichespan 602 # ichespan 605 # ichespan 606 # ichespan 610 # ichespan 612</p> <p>Q &amp; A</p>		
地點 Room	M203 M318		

# 專講主題 KEYNOTE SPEECH TOPIC I

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## Enhancing Health, Well-Being, and Resilience for Sustainable Development

R. Sakthi Prabha\*

*\*Dean & Head, Department of Social Work, Hindustan College of Arts & Science, Chennai, India, Email: [deansocialwork@hcaschennai.edu.in](mailto:deansocialwork@hcaschennai.edu.in), mobile:9789060101*

### ABSTRACT

Sustainable Development Goals (SDG) have become a global priority, with the United Nations Agenda 2030 outlining a blueprint for a more prosperous, equitable, and environmentally conscious future. The Agenda for Sustainable Development Goals is a set of 17 goals to end poverty, protect the planet, and ensure prosperity and good health for all. Each of the 17 goals is accompanied by specific targets and indicators, which provide a road map for governments, businesses, civil society, and individuals to work together to achieve these objectives by 2030. Achieving sustainable development requires a holistic approach that recognizes the interconnectedness of human health, individual and community level well-being, and the capacity to withstand and adapt to various stressors. Within this framework, the concepts of health, well-being, and resilience play a critical role in ensuring the long-term sustainability of development efforts. Goal 3 covers living healthy lives and promotes well-being for all ages. It has 9 targets covering important areas of health, well-being, and resilience. Health systems face multiple threats, including climate change, conflict, economic instability, and emerging infectious diseases. There is a rise in non-communicable diseases driven by socioeconomic, demographic, and environmental factors. The world still lacks routine access to essential medicines and health services. The COVID-19 pandemic has exposed vulnerabilities in health systems worldwide and brought to light the importance of improving the resilience of health systems to crises and ensuring their long-term sustainability. Understanding the health & well-being and resilience to sustainable development is essential. Health is the holistic concept covering the psychological, mental, and spiritual dimensions, not merely the absence of diseases, and well-being refers to people's subjective well-being. Resilience refers to an individual's capacity to adapt to adversity. This operates at multiple levels, encompassing community level, family or household level, and individual level. In this swiftly evolving world, how resilience is embraced plays a pivotal role in shaping the quality of people's lives. Health and well-being is impacted by several factors, such as uncertainties, social changes, changes in population, poverty, lifestyle, environment, community involvement, finance, policy, monitoring &

evaluation, collaborative approaches, inequalities, pandemics, and climatic changes. Health and well-being are intrinsically connected with resilience. The paper covers the importance of the Sustainable Development Goals with special reference to Goal 3. Goal 3 comprises health and well-being categorized into targets that must be achieved by 2030. The paper also explains health, well-being, and resilience and what are the key indicators for sustainable development and also explores the interconnection between health, well-being, resilience, and sustainable development. Subsequently, the paper analyses health, well-being resilience, and sustainable development with selected seven domains mentioned in the partnership report for health system sustainability and resilience. The report is a collaboration between AstraZeneca, KPMG, the London School of Economics and Political Science, Royal Philips, the World Economic Forum, the Centre for Asia-Pacific Resilience & innovation, and the WHO Foundation. The seven domains are Governance, financing, workforce, medicine and technology, service delivery, population health, and environment sustainability. The paper also sheds light on the challenges impeding achieving sustainable development goals. Furthermore, the paper discusses various countries' case studies on health and well-being. Also, it gives recommendations for promoting health, well-being, and resilience toward sustainable development.

*Keywords: health and well-being, resilience, sustainable development, sustainable development goals, COVID-19 pandemic*

## 專講主題 KEYNOTE SPEECH TOPIC II

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### Concept of Access to Health and Education Services for Half-breed Children Based in the Rural Mekong Delta of Vietnam

Duong Hien Hanh\*

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#### ABSTRACT

By the field approach, with many years of research on Taiwan-Vietnam marriage, the presentation has used all the knowledge and experience learned to approach the group of half-breed children's caregivers in the local area with a questionnaire, and in-depth interviews were exchanged very comfortably and in a voluntary spirit. This study has brought a relative understanding of the newly formed social problem in modern times: access to health and education services for children born to Vietnamese mothers and Korean/Taiwanese fathers. These children are raised in Hau Giang as a social phenomenon, and forecasting this trend can continue to increase in the coming years. Focus on an overview of research related to transnational marriage migration, a systematic review of Taiwan-Vietnam and Korea-Vietnam marriage research findings as a social phenomenon, To use the theoretical and practical basis of the topic, clarifying the key concepts of the topic, selecting appropriate sociological theories used in research and preliminary analysis health and education policy elements for children. And to find out about the access to health and education services for half-breed children through survey results in Hau Giang province. The concept of half-breed children in the thesis is replaced for both Taiwanese-Vietnamese children and Korean-Vietnamese children who are under 17-year-old born to a Vietnamese mother and have a father who is Taiwanese or Korean. It should be recognized in legal documents using children with foreign elements and with the concept of children with foreign elements with broader connotations, including half-breed children. In this thesis, the idea of a half-breed will be born instead of using Taiwanese-Vietnamese children and Korean-Vietnamese children's phrases.

*Keywords: access to health, education services for half-breed children*

# 專講主題 KEYNOTE SPEECH TOPIC III

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## 脈絡考量：EMI 的多元樣態 Considering the Contexts: The Many Faces of EMI

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### 摘要 Abstract

本演講旨在探討教師在 EMI 教學過程中可如何評估自身所處的教學脈絡，包含三大面向：教師、學生和學校。教師面向涵蓋個人職涯階段、未來規劃、學科領域和研究專長等；學生面向則包括學生的英語能力、學科知識、學習動機、年級及國籍等；學校面向則涉及學校發展方向、對 EMI 的獎勵機制及成果指標等。透過全面評估這些脈絡因素，建立適合教師個人的合理課程期待，並設定符合實際教學環境的教學目標，教師能更有效地實施 EMI，並促進學生的學習成就。再者，教師若能避免設定難以達成的目標，則更有機會避免職業倦怠，維持教學能量，亦有助於提升教學效果。本演講將提供具體案例情境與策略建議，幫助教師在多元化的教學環境中實現教學卓越。期待與您一起探索 EMI 的多元樣態，共同推動教學創新。

# 摘要 ABSTRACT

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ICHESPAN 101

## *Artificial Intelligence Chatbots in Aviation: Enhancing Customer Service and Understanding User Attitudes*

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In the current technological era, artificial intelligence (AI) is transforming various aspects of the aviation industry with the use of chatbots to enhance customer service. Although prior research discusses the application of self-service technologies, there is a lack of studies investigating the factors influencing the attitudes and intentions toward AI chatbots among aviation sector consumers. Accordingly, this study aims to adopt the TAM (Technology Acceptance Model) and the S-O-R (Stimulus-Organism-Response) approach and include the “need for human interaction” (NFHI) construct that facilitates direct, personalized connections that enrich consumer experience. The analysis of the data collected from 317 respondents in Thailand using Smart PLS 4 revealed that consumers’ attitudes towards AI chatbots are strongly influenced by how easy they are to use, how useful they seem, how human-like they appear, and how intelligent they are perceived to be. Interestingly, NFHI and perceived intelligence did not significantly affect usage intentions, even though NFHI significantly enhanced the relationship between intelligence and attitude, indicating that enhancing chatbot intelligence appeals to users with a higher NFHI, whereas imitating human traits did not have the same effect. This research provides insights for future studies and helps chatbot developers understand how to innovate and modify chatbots to meet user expectations better, enhancing customer experience and operational efficiency in the aviation sector.

*Keywords:* AI chatbots, aviation industry, Technology Acceptance Model(TAM), Stimulus Organism Response(SOR), customer service, human-computer interaction

國科會及民進黨立法委員的「人工智慧基本法草案」：比較研究

*The "Draft Basic Law on Artificial Intelligence" by the National Science Council and DPP  
legislators: A comparative study*

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AI 人工智慧發展的浪潮席捲全球，各界高度關注其技術與應用。2024 年被視為人工智慧應用的元年，相關應用產業可能成為未來的明星產業，人工智慧將改變後續的生活、工作與產業結構。必須注意的是，人工智慧具有發產潛力，也具有諸多風險，各重要國家開始重視其法制化議題。本文初步探討我國國家科學及技術委員會(國科會)與民進黨立法委員的人工智慧基本法草案，就其法制重點進行立法前評估與比較。本文初步發現，國科會及民進黨立法委員的草案制度重點與高度類似，而兩者草案後續能否妥善規範人工智慧技術及產業的發展，仍有待觀察。目前，國科會的草案仍未送至立法院進行審議，由於與民進黨立法委員的版本過於類似，可能會進行修正後才會正式提案。

*Keywords: 人工智慧、立法委員、法案*

*Exploring the EMI Landscape: A Native Speaker's Perspective*

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This study explores the experiences of a seasoned native English-speaking educator with over two decades of teaching in Japan and Taiwan. The educator, specializing in English as a Medium of Instruction (EMI), has navigated the complexities of linguistic and cultural adaptation while instructing university-level students and professionals in diverse fields, including medicine and business. With a career rooted in providing foundational English language skills and field-specific vocabulary, this teacher has developed innovative strategies to bridge language gaps, foster engagement, and facilitate meaningful communication in multilingual classrooms. The paper examines how the teacher's expertise has been shaped by adapting teaching methodologies to meet the unique needs of students in East Asia, where English proficiency levels and learning expectations vary widely. Special attention is given to the challenges of teaching technical terminology to medical and business students, requiring the integration of domain-specific content with accessible language instruction. Additionally, the teacher's role in enhancing students' confidence and competence in using English for professional purposes is explored. Drawing on years of firsthand experience, the study highlights the importance of cultural sensitivity, curriculum customization, and practical language applications in EMI settings. The educator's insights reveal how long-term immersion in local cultures influences teaching styles and fosters mutual understanding in classrooms that blend traditional and Western pedagogical approaches. This paper contributes to the growing discourse on EMI by offering a unique perspective from a practitioner deeply embedded in Asian educational contexts. It underscores the vital role of experienced educators in addressing the linguistic and professional needs of diverse student populations while adapting to evolving global trends in education. Through a reflective analysis of teaching practices and challenges encountered, the study provides valuable implications for language instructors, curriculum designers, and policymakers aiming to optimize EMI outcomes in similar international settings.

*Keywords: native English speaker, Taiwan, Japan*

*Professional Development Trajectories of English as a Medium of Instruction Instructors*

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Teacher professional development (PD) is essential for sustaining teaching quality. In response to Taiwan's 2021 Bilingual Education Program for Colleges and Universities, EMI (English as a Medium of Instruction) faculty were encouraged to participate in training programs. However, limited research has examined how such training influences their teaching practices and self-directed development. This study explores EMI faculty's PD trajectories through in-depth interviews with three teachers from two "Key Cultivation School" and thirteen teachers from four "Key Cultivation College", supplemented by classroom observations and workshop reflections. Using the first-, second-, and third-generation PD frameworks, the findings reveal three teacher profiles: (1) Expert teachers, who actively pursue PD, engage in professional communities, and facilitate EMI training; (2) Passive growth teachers, who develop through institutional initiatives but do not seek further PD; and (3) Novice teachers, who express interest in PD but remain uncertain about their developmental path. Classroom observations indicate that expert teachers adopt a highly interactive, English-dominant teaching style, while passive growth teachers use English dominantly but without actively increasing interaction. Novice teachers also use English as the primary instructional language but exhibit limited agency in fostering interaction. Furthermore, expert teachers strategically select training, collaborate with peers, and innovate EMI course design, while passive growth teachers adjust their teaching based on departmental expectations. Novice teachers continue to explore various PD options to address instructional challenges. This study provides a nuanced understanding of EMI faculty's professional development and its impact on their teaching practices for program implementation consideration.

*Keywords: the BEST program, professional development (PD), English as a medium of instruction (EMI)*

*Application and Evaluation of a 3D Situational Teaching Approach in an EMI Graduate Course*

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This study examined the application and effectiveness of an innovative three-dimensional (3D) situational teaching approach in an English as a Medium of Instruction (EMI) graduate course, Strategic Management. The course enrolled 13 students from diverse cultural backgrounds, including Taiwan, Thailand, Indonesia, India, Vietnam, Colombia, and South Africa. The teaching approach incorporated three key dimensions: situational teaching behavior, project-based learning (PBL), and structured teaching plans aligned with established frameworks. These included Cognitive Apprenticeship, Content and Language Integrated Learning (CLIL), and the 5E instructional model, which emphasizes engagement, exploration, explanation, elaboration, and evaluation. To enhance learning experiences, the course featured a guest lecture from Caves Books and a field visit to a local company, Taitang, as a real-world case study for analyzing international market entry strategies. Data collection included a validated 3D evaluation form developed through expert feedback from nine EMI instructors and industry professionals, class observations, end-of-semester course evaluations, and exit interviews with seven students. The findings revealed that the 3D situational teaching approach effectively enhanced students' learning outcomes and engagement. Under the first dimension—situational teaching behavior, cognition, and affective aspects—the course fostered a supportive and interactive learning environment through group discussions, role-playing, and case studies. These activities promoted critical thinking, cross-cultural collaboration, and practical application of theoretical knowledge. For the second dimension, PBL encouraged students to address real-world challenges, such as designing sustainable business models, and supported teamwork, leadership skills, and incremental learning through structured milestones. Collaborative platforms like LINE and Tronclass platform facilitated seamless group communication and coordination. In the third dimension, teaching plans integrated frameworks such as CLIL and the 5E model, which provided students with structured guidance to understand and apply strategic management concepts. Scaffolded activities and coaching by instructors enabled students to transition from foundational knowledge to advanced application. Students praised the course for its ability to combine theory with real-world application and enhance critical thinking and cross-cultural awareness. However, areas for improvement included simplifying project instructions, incorporating cultural immersion activities, and providing more opportunities for reflective learning. Overall, the 3D situational teaching approach demonstrated significant potential in creating a dynamic, practical, and inclusive learning environment in EMI

contexts. With minor adjustments, this approach could be further refined to maximize student engagement and learning outcomes, particularly in courses addressing complex, real-world challenges.

*Keywords: situational teaching, English as a medium of instruction, strategic management, project-based learning, cross-cultural collaboration*

### 以 EMI 融合自主學習模式於社會政策與社會立法課程之影響：學生學習感受與成效分析

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本研究探討在社會政策與社會立法課程中融入 EMI (English as a Medium of Instruction) 教學模式與自主學習導向策略對學生學習成效的影響。課程設計以台灣及國際社會政策為主軸，運用人工智慧 (AI) 工具 (如 ChatGPT 和 Gemini) 輔助學習，並採用漸進式 EMI 教學法，每週逐步引導學生適應全英語課堂互動與專業內容學習。本課程共 44 名社工系四年級學生修課，透過小組合作、課堂討論及跨國政策比較等活動，提升學生對社會政策及其意識形態的理解能力與批判思考能力。研究顯示，透過問卷調查與質性回饋，在前後測比較中，學生對於使用英語學習專業課程的整體滿意度(五分量表)平均分數從前測的 M=3.03 上升至 M=3.47；對英語學習作為專業科目媒介的接受度也有所增加 (從 M=2.30 提升至 M=3.42)；對於以 AI 輔助完成學習任務的正面回饋超過 70%；以及，學生對課程整體安排的滿意度提升，後測達到 M=3.40。同時，學生表示透過課程學習英語表達能力有所進步，願意主動使用英語進行政策分析及作業撰寫，並在小組討論中嘗試跨國比較，增強了對不同社會政策背景的理解。然而，部分學生反應 EMI 初期學習壓力較大，對語言的不足感到挫折。因此，將 EMI 與自主學習導向相結合，有助於提升學生的國際視野與專業英語能力。同時，適當的教學調整 (如加入雙語輔助與接受及容忍錯誤) 對於減輕學習焦慮、促進學生參與起到重要作用。未來建議改善 EMI 教材設計，以淺入深的方式及增加案例說明等方式，引導學生自主學習並降低焦慮感及挫折度。

*Keywords: EMI、全英語授課、自主學習、學習焦慮、AI 工具*

### ***“Generational Influence on Workplace Belonging and Recognition: A Path to Reducing Employee Turnover”***

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This study investigates the impact of workplace belonging, recognition, generational values, and motivation on turnover intentions in the childcare sector, focusing on a multigenerational workforce. Employee turnover in childcare disrupts operations and increases costs, making retention a critical concern for organizations. Grounded in Adler’s Individual Psychology, Herzberg’s Two-Factor Theory, and Generational Theory, the research posits that workplace belonging and recognition significantly influence retention, with motivation serving as a mediator. Additionally, generational values are explored as moderators, particularly the differences between Millennials and Generation Z. Using a survey of 300 childcare employees, data on social interest, feelings of inferiority, generational values, motivation, and turnover intentions will be analyzed through partial least squares structural equation modelling (PLS-SEM). Demographic factors such as age, tenure, education, and job role will be controlled. The study emphasizes the importance of workplace belonging and recognition in fostering employee satisfaction and engagement, drawing on Adler’s Individual Psychology, which underscores the need for social connections and recognition, especially in socially driven sectors like childcare. Employees’ sense of belonging is critical to their commitment and retention. Generational Theory highlights the distinct values of Millennials and Generation Z in the workplace. While Millennials prioritize purpose and belonging, Generation Z values recognition and personal development. These generational differences offer opportunities for organizations to tailor retention strategies to meet the unique needs of each cohort. Additionally, turnover intention theories, such as Job Embeddedness, suggest that strong social connections within the workplace reduce turnover intentions. In childcare, where relationships with co-workers, children, and families are central, job embeddedness plays a significant role in retention. The findings will inform the development of targeted retention strategies, including personalized recognition and reward systems, mentorship and team-building initiatives, and training programs that foster cross-generational understanding. These insights can help organizations create a more engaged, committed, multigenerational workforce, reducing turnover and enhancing organizational stability. This research contributes to the growing body of knowledge on employee retention in the childcare sector, offering practical implications for organizations seeking to improve retention in a diverse workforce.

*Keywords: employee retention, workplace belonging, recognition, generational values, motivation, turnover intentions, childcare sector, millennials, generation z, structural equation modelling (SEM)*

台灣幼兒園融入式英語教學之挑戰與因應策略：教師觀點之探討

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本研究旨在探討台灣幼兒園教保服務人員對於推動融入式英語教學的觀點與挑戰，以及因應策略與建議。透過分析教師的經驗與看法，了解該教學法的優勢與不足，進而提供改進方向。台灣在行政院於 2018 年開始推動「2030 年雙語政策」時，打出全面提升英語的願景，融入式英語教學在台灣幼兒園逐漸推廣，強調將英語融入日常教學活動中，營造自然的語言學習環境。然而，由於政策推行的速度及資源配置的差異，各幼兒園的實施狀況不一，所遇到的困難也不同，這也是本研究想釐清的議題。本研究以個案研究法，訪談四位教保服務人員，訪談結果發現，教師普遍認為融入式英語教學能提高幼兒的語言能力與國際觀，但也對其實施效果持保留態度。一方面，他們認同此教學法有助於語言學習，但另一方面，他們對自身專業能力、資源支持及學生學習成效表現出不同程度的擔憂。教師在推行過程中面臨多重挑戰，包括師資培訓不足、教材資源匱乏、家長對教學效果的高期望，以及班級人數過多等問題。此外，在教學設計、班級管理及家長溝通方面亦存在實際困難，限制了教學目標的實現。為克服挑戰，教師提出多項建議，包括提供系統性的師資培訓、開發多元且適齡的教材、建立與家長之間的良好溝通管道，以及加強學校行政的支持。此外，建立教師專業社群以分享教學經驗，也被認為是有效提升教學效能的重要途徑。本研究探究教保服務人員對於融入式英語教學的想法，研究發現教育政策制定者應加強師資培訓，提供充足的教學資源，並建立支持性環境。未來應促進教師專業成長，優化教材設計，並加強家長與學校之間的合作，進一步提升幼兒英語學習的效果。

*Keywords:* 融入式英語、臺灣幼兒園、教保服務人員

建構幼兒學習區的創新設計類型與實踐教學策略之探究

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本研究旨在探討「建構幼兒學習區的創新設計類型與實踐教學策略」之探究，透過研究者經營幼兒園的實務經驗、文獻分析和實徵訪談進行探究。並加以論述「幼兒學習區角的創新設計類型」，包含「空間規模的學習區」、「活動場域的學習區」、「動靜學習的學習區」和「室內戶外的學習區」等四項。「幼兒學習區的課程建構流程」，包含「園務會議規劃全園學習區」、「配合主題課程規劃各週學習區」、「採活動式學習區的情境布置」、「實施學習區的主題課程活動教學」、「教學會議檢核學習區的實施成效」、「園務會議重建全園學習區」等六個步驟。以及「實踐幼兒學習區的教學策略」，包含「檢視學習區角的教學資源」、「佈置學習區角的情境脈絡」、「活用學習區角的教學素材」、「開拓學習區角與課程設計的媒合」、「善用學習區角與教學活動的結合」、「透過學習區角與教學評量的契合」和「其他學習區角的融合應用」等七項。並藉由「活化學習區建置-深化主題課程設計-優化創意教學活動」，建構一個「詩性空間美學情境」的學習區，形塑一個完全屬於幼兒學習空間的學習區創新設計與建構。促使幼兒園學習區的「空間規劃」能結合「課程設計」和「教學創新」二大主軸，使「學習區規劃-課程設計-教學創新-幼兒學習-幼兒六大核心素養」形成貫穿幼兒學習區的創新設計與建構。

*Keywords: 幼兒學習區、創新設計、實踐策略*

*Khan Academy Kids 應用於幼兒教育之學習成效探究*

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Khan Academy Kids 由非營利組織「Khan Academy」開發而成，是一款專為 2 至 8 歲幼兒所設計的免費教育應用程式，希望透過有趣不死板的遊戲方式，促進幼兒早期學習和發展，該程式整合多學科的學習內容，包含：繪本閱讀、數學邏輯運算、社會情感學習 (SEL)、創意思考等面向。一開始登入遊戲介面時，會先要求使用者選擇自身年齡，該應用程式會依據幼兒年齡調整為適合該年齡的學習內容，介面設計由 5 個主要動物角色進行呈現，陪伴幼兒一同學習，並包含多款互動式遊戲，希望藉由遊戲方式有效吸引孩子參與，引發其學習動機，促進主動學習，遊戲期間，也會出現鼓勵詞句給予幼兒即時性的正向回饋，此外，該款程式特色為家長或老師可藉由後台設定了解孩子學習情形，孩子的學習成效會由圖表方式進行呈現，惟該程式皆為英文介面，若孩子在英文上缺乏基礎可能需要時間上手，但在使用者反饋中，有使用者表示即使無法完全理解英文含義，孩子亦可順利進行操作，反而可透過此程式擁有沉浸式學習體驗。本研究旨在探討 Khan Academy Kids 應用於幼兒教育的潛力與限制，分析其在全英語環境下對幼兒多方學習能力的促進效果。研究採文獻分析法，透過蒐集與整理過去相關文獻，包含幼兒學習軟體的使用效益、全英語沉浸式學習的理論基礎及 Khan Academy Kids 的功能特點，進一步分析該程式可能對幼兒的語言能力、數學邏輯能力、社會情感學習 (SEL) 及學習動機的影響。此外，研究也參考現有使用者的回饋資料，結合學術文獻進行綜合評估，從而提出相關的教育應用建議與未來研究方向，本研究的結果可作為教師及家長選擇幼兒學習軟體的參考依據，並為全英語環境下的數位學習模式提供理論支持。

*Keywords:* 幼兒教育, 語言學習, 軟體應用, 幼兒發展, 英語學習

*跨國夥伴關係之紀實：印度與臺灣社工系學生之跨文化合作經驗*

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亞洲大學社會工作學系的國際志工團於 2024 年暑假，赴印度清奈進行志工服務。該國際志工服務計畫之主軸是為農村弱勢婦女提供資訊培力課程，並由臺灣志工與印度志工共同合作，教導婦女操作電腦；除此之外，也藉由許多雙向的文化交流，增進對於彼此文化的認識與理解。本文描繪印度與臺灣志工在跨文化合作中的籌備和執行經驗，並說明他們在此過程中互動、挑戰、成長與融合。本文強調跨文化合作的重要性，應促進更多國家之間的包容性夥伴關係，互相支持與實現永續發展目標。最後，建議學校端可以多媒合跨國與跨文化的教育活動，而教師端能夠持續培養學生對於多元文化的理解，若是安排學生至海外參訪、擔任志工或實習，需要透過完整的事前籌備，以幫助學生建立充足的語言能力及對於多元文化的正確心態

*Keywords: 國際志工服務計畫、聯合國永續發展目標、SDG17 全球夥伴關係、跨文化合作*

代間融合服務團體對長者幸福感改變

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「代間終身學習」一詞「歐洲觀點」泛指「有目的的讓不同世代人們齊聚一起，參與經驗分享交流、在自利與利他場域裡，圓滿促成不同世代相互瞭解與尊重，並且致力於營造更具凝聚力的社區。研究者以社會工作觀點，探討「社區辦理代間活動」問題意識，導入「代間融合服務團體工作方法」，以霧峰北柳社區關懷據點六十五歲以上老人，具參與社區活動十年以上經驗及社區兒少志工為研究場域對象。研究問題假設：社區自主辦理方案活動，主體對象均以延緩老化問題為導向，忽略代間融和關鍵因素，為不同世代彼此了解程度不夠、融和程度不夠，因此代間溝通障礙及負面標籤化仍然普遍烙印。就「社會學習理論」、「社會團體工作與方法」理論與觀點：人的一切行為都是模仿跟學習，做出對環境的回應，如何建構一個世代融和學習的橋樑，鏈結彼此相互了解場域，過去鮮少注重與應用，透過這樣建構的一個很好橋樑作為研究發想。

*Keywords:* 代間融合、社會學習理論、社會團體工作

台灣經濟弱勢少年能力取向發展方案之成效評估工具初探

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財團法人台灣兒童暨家庭扶助基金會（以下稱家扶基金會）有鑑於經濟弱勢少年，有其不利的發展環境，甚或長期累積逆境經驗，而影響當下的學習發展與未來的社會適應，因此自 2014 年起以優勢資產與充權概念為理論基礎，以社會團體工作為主要執行策略，開展相應的服務（正式方案名稱為少年展力計畫）。惟家扶基金會除需以實證基礎，持續調修服務方案的規劃與執行外，亦需彰顯專業責任於利害關係人，故於該方案執行逾 10 年後，嘗試發展一適用的成效評估工具。本研究在說明該上述工具的發展背景、以及初試成果。於成效工具的設計上，根據原方案採用的 6 項能力建構目標，以及歷年參與者的質性回饋資料，規劃出 12 項能力改變的概念，分別為：有意義的生活目標、希望感、情緒調節、自尊、有能感、人際連結、利社會行為、同理心、感恩、問題解決能力、創造力，以及生活技能。而研究者將此 12 項概念歸納為自我、人際與能力等 3 個面向，以及發展出 46 題問項進行試測。本次研究配合家扶基金會第 11 屆少年展力計畫的執行期間（2024 年 8 月至 2025 年 7 月），就方案參與之成員進行評估工具試測，有效回收樣本數為 248 份。試測結果，本項工具的三個構面的 Cronbach's 信度係數，分別為.888（自我）、.907（人際）、.895（能力），皆為.70 以上，呈現良好的內部一致性。其次透過探索式因素分析的檢測，本項工具整體可解釋變異量為 61.762%，說明其具有良好因素效度。就變項之間的相關性部分，自我、人際、能力等三個構面彼此之間具有顯著相關性，且個別與參與者對於生活滿意度的評分也呈現正向的顯著相關。說明透過提升參與者的自我、人際與能力等面向，可預估對其生活滿意度的增益，有正面影響。依據初步試測結果，本次研究所欲發展之成效工具，有良好之發展基礎，持續將針對方案參與者的第二次試測結果（即 2025 年 7 月完整參與方案後進行施測），進行包含前後測之變化等相應的統計分析，期能更謹慎、妥善的發展出合宜的方案成效評量工具。

*Keywords: 貧窮、成效評估工具、青少年服務方案*

*Public awareness of global climate change*

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In recent years, extreme weather events caused by global climate change have resulted in numerous disasters. To mitigate the occurrence of such extreme weather, efforts have been made to actively promote the concepts of sustainable development and environmental protection. These concepts have also been implemented in Taiwan. The purpose of this study was to understand the "Public awareness of global climate change" among the respondents. From January to May 2014, the study conducted an online survey among Taiwanese citizens using the snowball sampling method. A total of 500 questionnaires were distributed, with 453 valid responses collected, resulting in a response rate of 90.6%. The respondents' answers regarding their understanding of global climate change revealed the following: The five questions with the highest correct response rates, all exceeding 91.2%, were: "Implementing environmental protection can reduce resource waste and promote environmental sustainability", "Global climate change leads to abnormal droughts or unusual heavy rainfall", "Global warming is caused by the emission of greenhouse gases into the atmosphere" and "Promoting environmental protection can mitigate sea level rise," and "Global warming may cause sea level rise." On the other hand, the five questions with the lowest correct response rates, all below 34%, were: "The reason for establishing the Framework Convention on Climate Change is to prevent ozone layer depletion", "Ozone layer depletion causes the El Niño phenomenon", "The La Niña phenomenon does not directly cause global warming", "Methane is the greenhouse gas with the highest percentage on Earth" and "The increase in carbon dioxide concentration is primarily due to coal combustion for electricity generation." It is recommended to strengthen public awareness campaigns targeting groups with lower correct response rates for these five topics. Enhancing the public's understanding of "global climate change" can help correct environmentally harmful behaviors.

*Keywords: sustainable development, climate change, global warming, El Niño phenomenon, greenhouse gas.*

*Exploring the Role of Nursing Staff in Green Human Resource Management and Sustainable Development*

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Green Human Resource Management (GHRM) is an emerging field within human resource management practices in recent years. Rooted in environmental consciousness, it aims to make proactive contributions to environmental sustainability and has gradually become a key strategy for achieving sustainable development. As core members of the healthcare system, nursing staff not only have the potential to drive GHRM initiatives but also play a significant role in influencing environmental outcomes within their professional capacities. Therefore, this paper seeks to explore the role of nursing staff in GHRM and their contributions to corporate sustainable development. This paper primarily adopts a literature review approach, supplemented by case studies and expert interviews. It focuses on three main dimensions: training and education, green culture building, and environmental responsibility practices. The anticipated findings suggest that targeted green training programs for nursing staff can effectively enhance their environmental awareness and encourage sustainable behaviors in daily work, such as conserving resources and reducing waste. Moreover, integrating green management strategies into human resource policies in healthcare institutions, coupled with strengthened internal communication and incentive mechanisms, can foster an organizational culture supportive of green initiatives, thereby enhancing employees' recognition of and commitment to environmental sustainability. Additionally, this paper aims to provide practical guidance for healthcare institutions in advancing sustainable development and implementing GHRM while laying the groundwork for future research into the roles and impacts of nursing staff in sustainability efforts.

*Keywords: green human resource management (GHRM), education and training, sustainable development, nursing Staff.*

***Investigating Human-AI Collaboration in Corporate Decision-Making for Sustainable Business Practices: An Extended UTAUT2 Model***

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Artificial Intelligence (AI) has become essential for decision-making (DM) processes to enhance organizational communication efficiency and productivity in the current fast-growing business landscape. However, the effectiveness of relying solely on AI has its limitations, emphasizing the crucial need for human-artificial intelligence collaboration (HAI) in corporate DM, particularly for fostering sustainable business practices (SBP). In spite of sufficient research on AI in the area of DM, the implication and role of HAI remains undiscovered. This study explores this gap by investigating how HAI influences DM along with analyzing the relationship among the attitude and intention of individuals towards HAI. This study analyzed 310 participants' responses from Indian firms by using the extended Unified Theory of Acceptance and Use of Technology 2 (UTAUT2) model and the method used is partial least squares structural equation modelling (PLS-SEM) in Smart PLS 4 for robust analysis. The result underlines the critical role of performance expectancy, perceived risk, social influence, habit, attitude towards Intention to adopt of HAI in DM. The study thus further offers a valuable insight for practitioners, policymakers, and organizations aiming to promote SBP in corporate DM by using AI.

*Keywords: artificial Intelligence, HAI collaboration, sustainable business practices, decision making*

父母婚姻不穩定對年輕子女婚姻態度之探討

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臺灣近年離婚率攀升，家庭結構漸變，但仍有父母為了子女選擇維持不幸福的婚姻，是否會對子女未來婚姻態度產生影響。據此，本研究運用社會化及社會學習觀點，探討父母婚姻不穩定如何形塑子女婚姻態度。研究採滾雪球抽樣法，針對 3 位年齡於 23 至 30 歲之覺察父母婚姻不穩定的年輕子女進行半結構式深度訪談，了解其如何覺察父母婚姻狀況、有何感想、如何因應，並進一步探討這些經驗如何形塑他們自身婚姻態度。研究結果顯示，受訪者普遍感受到父母婚姻衝突與情感疏離，而子女在目睹父母婚姻變化後，以父母婚姻為借鏡，提醒自己不要重蹈父母婚姻的覆轍，故婚姻態度變更加謹慎，部分受訪者對婚姻持否定態度，另有受訪者變更重視伴侶間的溝通與情感，期望能經營一段健康且穩定的婚姻。研究結論與社會化及社會學習觀點相符，即父母婚姻不穩定形塑子女婚姻態度，子女以父母為楷模，觀察學習父母婚姻問題及相處模式，發展出更理性、現實的婚姻態度，並在自身親密關係中謹慎選擇伴侶與努力經營婚姻。

*Keywords:* 婚姻不穩定、婚姻態度、社會化模式、社會學習理論

### *土地使用權屬差異化對產業健康福祉與區域韌性之結構模型研究：基於共理論的數理分析*

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本研究建構一套針對土地使用權屬差異化的理論模型，深入探討其對產業健康福祉與區域韌性的影響機制，並基於共生理論(Symbiosis Theory)與演化賽局理論(Evolutionary Game Theory)，提出創新的數理建模框架。研究首先以微分方程組描述土地權屬差異化與產業結構演化的動態關係，深入刻畫土地資源分配如何影響產業利潤與生產效率；其次，運用最優控制理論(Optimal Control Theory)分析政府管制強度的最適水準，從理論層面探索如何在維護產業共生關係的基礎上優化土地配置；最後，採用隨機微分方程(Stochastic Differential Equations)建構區域韌性的隨機演化模型，全面考量不確定性對區域發展的影響。本研究首次將隨機微分方程引入土地使用權屬研究，突破性地模擬了區域韌性在面對外部擾動時的動態變化，並建立了一個新穎的三層次分析框架，涵蓋微觀層面的產業行為、中觀層面的市場結構與宏觀層面的區域韌性。同時，研究提出創新的共生均衡概念，將傳統產業組織理論進一步擴展至多產業互動情境，發展出動態最優管制模型，為政策制定提供嚴謹的理論基礎。研究結果顯示，在特定參數條件下，土地配置存在唯一的均衡解，且土地權屬差異化程度與區域韌性呈倒 U 型關係，這說明適度的權屬差異化有助於提升韌性，而過高或過低的差異化則會帶來負面影響。此外，政府管制強度的最適解受到市場結構與外部性強度的顯著影響，共生均衡的穩定性則取決於產業間的相互依賴程度。基於上述發現，本研究提出多項政策啟示：建議建立彈性化的土地使用權配置機制，充分考量產業間的共生關係進行空間規劃，並透過跨部門協調與動態調適的管制框架提升區域韌性。此研究結合高階數學工具與經濟學理論，推進了學術前沿，並為區域發展戰略與政策制定提供了重要的理論支撐，模型的一般均衡特性使其具有廣泛的應用價值。

*Keywords: 土地使用權屬、產業共生、區域韌性、隨機微分方程*

***"Reverse Migration": implications for sustainable poverty reduction policies for migrant households in Ho Chi Minh City in the digital era***

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Ho Chi Minh City is one of the major urban areas that has attracted many workers from other provinces to live and work for a long time. They have made significant contributions to the labor market, growth rate, and socio-economic development of the city. The immigration rate has increased significantly each year before; however, since the COVID-19 pandemic, the number of migrant workers coming to Ho Chi Minh City has sharply decreased. The migration rate in Ho Chi Minh City dropped from 25.4% in 2021 to 10.9% in 2022 and 9.6% in 2023 (GSO Ho Chi Minh City, 2024), which includes a large number returning to their hometowns or leaving Ho Chi Minh City for other places. Based on Everett Lee's "push-pull" theory regarding the factors determining migration, Arthur Lewis's "Dual Sector" model, and Harris-Todaro's "expected income" model to describe the portrait and characteristics of migrant labor households; analyze the factors determining migration as well as explain the income situation in urban areas and the method of measuring multidimensional poverty to identify dimensions of deprivation, and explain the phenomenon of "reverse migration" currently occurring in Ho Chi Minh City. Based on a survey of 350 representative household heads of migrant families in Ho Chi Minh City, conducted in April-May 2024, the article explains driver factors of the reverse migration phenomenon linked to multidimensional poverty and unmet migration expectations; it proposes some key policy implications for sustainable poverty reduction for this group in the current digital era.

*Keywords: Reverse Migration, sustainable poverty reduction*

*Application of the Fuzzy Delphi Method to Identify Key Strategies for Advancing Sustainability in the Aromatherapy Industry*

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With the growing global emphasis on health, well-being, and sustainable development, aromatherapy, as part of complementary and alternative medicine (CAM), faces significant challenges in achieving sustainability. According to Pookulangara & Shephard (2013), increasing consumer demand for environmental protection and social responsibility necessitates proactive adaptation by the aromatherapy industry to evolving market conditions. Drobnick (2024) emphasized that aromatherapy should integrate social responsibility, promote fair trade, and encourage healthy market practices. Similarly, Shamsuzzoha & Fontell (2024) highlighted the need for transparent governance structures to enhance consumer trust. However, previous studies have rarely examined how the aromatherapy industry can achieve sustainability. Therefore, this study aims to explore the industry's practices related to Environmental, Social, and Governance (ESG) goals, employing the Fuzzy Delphi Method (FDM) to analyze the dimensions and the weighted strategies required to achieve these objectives. 1.To explore the dimensions of sustainable development in the aromatherapy industry: With a specific focus on environmental, social responsibility, and health-related goals. 2.To apply the Fuzzy Delphi Method to identify key sub-goals for sustainability: Strengthening the practices of environmental protection and social responsibility within the aromatherapy industry. 3.To provide strategic recommendations for implementing sustainable development in the aromatherapy industry: Designing key strategies such as responsible procurement, sustainable production technologies, and consumer education, based on the identified sub-goals, to promote the industry's sustainable development. The sustainable development of the aromatherapy industry requires a balanced approach across environmental, social, and governance (ESG) dimensions, aligning with the United Nations Sustainable Development Goals (SDGs). Although this study is currently at the initial stage of identifying dimensions and sub-goals, future research will further refine and implement these strategies. The findings aim to support the industry in achieving its sustainability objectives and provide a theoretical framework for future academic studies.

*Keywords: aromatherapy industry, green management, sustainable management, corporate social responsibility, fuzzy Delphi method*

### 新冠肺炎疫情下參與遠距活動對孤寂感與疾病焦慮感的影響：以社區關懷據點老年人為例

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2019 年底爆發的新冠疫情，蔓延全球，台灣也隨著疫情加劇，為了避免群聚感染，社區老年關懷點關閉原有固定的實體活動安排，此對據點的功能產生很大的影響，也應會直接影響老年人的福祉，尤其在人際互動面向。雖然過去研究顯示老年人有較好的情緒調節能力，但個體擁有的情緒調節能力，是否足以因應這場不確定性高，仍在持續演變的疫情？而長者又需要哪些協助？面對這些未知，許多據點採用遠距活動的方式來因應，本研究認為這些遠距活動的方式能產生補償作用，維繫人際互動，減少孤寂感，同時也認為能降低對新冠肺炎疾病的焦慮感。在疫情正嚴峻時，本研究在新北市林口區某社區關懷據點中進行，比對能參與遠距活動（實驗組；參與視訊打招呼、遠距同步運動、LIVE 運動；n=22）與不能參與的老年人（控制組；n=25），並在遠距活動執行前，進行前測（全台三級警戒前）、後測（三級警戒中）、及延宕後測（2 個月後；二級警戒時），主要測量內容包括：孤寂感、對新冠肺炎疾病的焦慮感、感恩情緒，此外，也收集背景變項、活動類型與天數的資料；研究結果顯示：(1)從前測中發現，整體而言，兩組的老年人少有寂寞感，時有對肺炎疾病的焦慮感，此呼應過去研究顯示：老年人有好的情緒調節能力，即便面對未知的疫情也有效；(2)老年人在參與遠距活動後能降低孤寂感，此效果與參與活動的種類、天數呈正相關，但其無延續性效果；相對的，(3)遠距活動對肺炎疾病的焦慮感則完全沒有作用，顯示：簡單的線上參與及互動，並無法降低疾病焦慮感，它是一個更棘手難處理的問題；(3)最後，具情緒調節作用的感恩情緒，與孤寂感、疾病焦慮感的關係微妙，在孤寂感上，僅在疫情減緩後（延宕後測中）才顯現效果，但在疾病焦慮上，則在疫情最嚴峻時（後測中）即有明顯效果；感恩在不同時間點可能有不同作用。最後，本研究在疫情的自然實驗下，提供一些即時性、可操作的研究觀察與發現，惟它是一個準實驗研究，在研究期間，疫情的嚴重程度不斷地隨時間變動，且樣本數少，在詮釋與解釋研究結果、因果關係時，仍有一定的困難度。

**Keywords:** 老年人、新冠肺炎、孤寂感、疾病焦慮感、感恩

***Digitalization, Work-Leisure Boundaries, and Employee Happiness: Enhancing Well-Being and Resilience through Leisure Literacy in the Insurance Sector***

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This study examines the interconnections between work-leisure boundaries, leisure literacy, and job satisfaction in shaping employee happiness, with a focus on digitalization's transformative role. Despite its growing potential, the impact of digital leisure on job performance and work-life boundaries remains insufficiently explored. Focusing on the property and casualty insurance sector, the study reveals how digitalization increasingly blurs work-leisure boundaries, particularly for frontline employees working outside regular hours. This overlap diminishes leisure time and elevates work-related stress, emphasizing the need for strategic management and CSR initiatives. Data collected from 211 employees show how demographic factors—age, education, and family life cycle—affect digital leisure engagement, while leisure literacy significantly influences job performance. Analysis indicates younger, more educated employees engage more actively in digital leisure, while job satisfaction correlates with job nature and salary; better working conditions and higher pay enhance overall satisfaction. Leisure cognition and management (leisure literacy) play a pivotal role in supporting work-life balance and job satisfaction. Employees engaging in positive leisure activities demonstrate higher leisure literacy, while effective work-leisure boundary management and leisure healing also contribute to satisfaction. Managers are encouraged to promote leisure literacy and endorse digital leisure as tools to enhance well-being and satisfaction. The study provides key insights for organizations to refine welfare planning, strengthen employee engagement, and develop CSR policies. By fostering higher employee satisfaction, companies can create a supportive work environment that mitigates conflicts and improves overall quality of life.

*Keywords: digitalization, work-leisure boundaries, leisure literacy, job satisfaction, employee well-being*

### 初級電動車機電整合工程師能力鑑定之挑戰

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台灣少子化與高齡化趨勢逐年加劇，出生率下降對勞動力市場與教育體系帶來深遠影響。技術密集型的電動車產業對高技能人才需求迫切，但少子化可能加劇技術人力短缺問題。本研究旨在探討少子化對初級電動車機電整合工程師能力鑑定考試的報名人數及結構是否產生顯著影響，並為教育及產業政策制定提供建議，以確保技術人才供應的穩定性。本研究採用次級數據分析，整合歷年 2016 至 2024 年間的考試報名人數，對應大學生（1993 年至 2006 年）出生人口統計數據資料，分析報名人數的變化趨勢及結構轉變，特別聚焦大專校院的影響，亦結合文獻探討少子化對教育與產業的衝擊，驗證其對技能認證考試的負向影響。在整體研究結果顯示，出生人口與考試報名人數之間呈現一定的負向影響，但關聯性較弱，特別是技職學校學生的報名人數整體下降，但偶有波動，亦表明其他因素可能對報名人數產生支持作用；在 2019 年至 2024 年的結果則顯示，出生人口與報名人數轉為正相關，反映少子化對報名人數的影響在不同時期呈現多樣化的趨勢。為因應少子化對技能認證的挑戰，本研究建議提升考試吸引力、加強技能課程設計以增強報考動機、推動靈活的考試機制來促進多元參與，並深化產學合作，確保技能培訓與產業需求相符，同時，應納入更多外部變項，如政策與產業發展，教育及產業政策規劃，確保人力資源供應 及產業永續發展。

*Keywords:* 少子化、技能認證、電動車產業、大專校院

### *A Comparative Study of Small-Size Multi-Function Services Between Taiwan and Japan.*

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With the rapid increase in Taiwan's aging population, improving the existing small-size multi-function services has become a pressing challenge. Although Taiwan adopted Japan's small-size multi-function services model in 2015 and has promoted it for nearly a decade, its effectiveness remains limited. The primary obstacles include a shortage of caregiving personnel, particularly for nighttime services, as well as insufficient accommodation spaces and inadequate care equipment in some facilities. These challenges have led to operational difficulties for service units, undermining the stability, continuity, and expansion of services. As of the end of 2023, there were only 145 small-size multi-function service facilities across Taiwan, reflecting the slow progress in adoption. This study aims to analyze the core elements underpinning the successful implementation of the Japanese model and strives to promote this model in Taiwan to enhance service coverage and overall effectiveness. Using a comparative research methodology, the study collected data through interviews with social workers from Taiwan's small-size multi-function service facilities and care workers from Japan's small-size multi-function in-home care establishments. The research explored the similarities and differences between the two countries' service models, with a particular focus on the critical success factors of the Japanese model. The findings indicate that Taiwan's small-size multi-function services face challenges such as labor shortages, difficulties in collaboration, and rigid policies, all of which impact its stability and scalability. In contrast, Japan's model demonstrates robust case management, resource integration, and community involvement, offering valuable insights for Taiwan's implementation efforts.

*Keywords: small-size multi-function services, Taiwan long-term care, Japan's long-term care insurance*

*It is So Easy to Finish an Academic Essay through One-on-One Mentoring*

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In general, social work research methods course, professional knowledge and skills for research was usually provided. However, its practical feasibility has not been tested in the real world and the gap between theory and practice may occur, especially for the university-industry cooperation which lack of human resource and funding. Therefore, if mentoring and project based cooperative learning can be integrated in social work research methods course, students can learn how to plan a project and to finish an academic essay to promote service for disadvantaged group and improve quality of life for service receivers. It can reach the goal of integration of knowledge and action as well as fulfill SDGs-3 and university social responsibility. In this study Rubric will be used to evaluate students' projects and academic essays using consistent standards. In order to understand study purpose and evaluate self-study, feedback questionnaires from the opinions of 50 students participated in mentoring and project based cooperative learning will be collected to obtain objective data to evaluate the results. The data analysis will employ frequency distribution, mean, standard deviation, mean rank, Wilcoxon matched-pairs signed-ranks test, Mann-Whitney U test, and Pearson product-moment correlation. The results showed that the students not only agreed with this teaching model, but also recognized that it could assist their practical and clinical work. Therefore, it is feasible to apply this teaching method to social work research methods course to reach the goal of integration of knowledge and action.

*Keywords: social work research methods course, mentoring, project-based cooperative learning, university-industry cooperation*

永續發展議題融入校訂課程之課程設計與實施：以氣候行動為例

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全球氣候變遷的速度和影響不斷加劇，臺灣因地質脆弱和人口密集，面臨極高的多重災害風險。儘管臺灣於 2010 年推行《環境教育法》，但目前教育現場仍缺乏系統化、整合性的氣候變遷教育，學生對此議題普遍感到陌生且無感。本研究旨在設計一套以社會性科學議題（Socio-Scientific Issues, SSI）為教學策略的氣候變遷教育課程，結合英語繪本《Winston of Churchill: One Bear's Battle Against Global Warming》，以實際議題討論引導學生提升環境素養與行動力。課程主題聚焦聯合國永續發展目標（SDG13）中的「氣候行動」，透過情感共鳴與責任感的培養，引導學生關注氣候變遷議題並積極參與解決。研究對象為某校六年級學生，課程設計透過兩份學習單與多樣化的學習活動，幫助學生深化學習並將知識應用於生活。第一份為「Story Map for Winston of Churchill」，引導學生整理故事內容，從北極熊保護家園的行動聯想到生活中氣候問題；第二份為「Climate Change」，幫助學生理解氣候變遷的成因，並提出具體解決方案。此外，學生透過設計氣候行動海報進行小組合作與創意思辨，進一步將課堂所學融入生活實踐。課程的綜合成果為劇本創作，學生根據繪本改編情節，角色扮演模擬北極熊與人類面對氣候變遷的對話，將討論過的減緩措施融入劇本中，培養其批判性思維與行動能力。研究結果顯示，SSI 教學策略能有效提升學生的環境素養，激發其對氣候變遷議題的關注，並促使其於日常生活中採取具體行動以減緩氣候變遷。

*Keywords:* SSI、永續發展、氣候行動、環境素養

### 探討山野教育與地方依附及環境態度之關係

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隨著社會變遷與全球化挑戰的加劇，臺灣自 2019 年起實施十二年國民基本教育課程綱要，新增包括戶外教育在內的 15 項重大議題，期望透過教育促進學生探究和分析生活議題的能力。臺灣山地地形佔全國面積三分之二，為回應地理特性與環境需求，行政院於 2019 年推動「向山致敬、向海致敬」政策，進一步鼓勵學校實施山野教育。然而，在都會地區，家長對學科學習與才藝訓練的高度重視使得學童課後時間被補習和才藝活動佔滿，自然體驗的機會受到嚴重限制。這樣的教育現況不僅阻礙了學童與自然環境的接觸，也不利於培養其友善環境的態度與行為。研究顯示，自然經驗對於個體形成地方依附及環境態度具有重要影響力，而地方依附作為一種對特定地點的情感連結，不僅深刻影響個體的生活經驗，還在社會政策和環境保護中具有重要價值。因此，本研究以都會區國小學童為研究對象，探討山野教育如何促進地方依附及環境態度，進一步分析不同背景變項對學童地方依附與環境態度的影響，並檢視是否存在顯著差異。研究採用準實驗研究方法，設計以自然體驗為核心的山野教育活動，對學童進行干預，檢測其地方依附與環境態度的變化。預期結果為透過自然體驗活動，學童對周遭環境的情感連結顯著提升，環境保護態度亦有正向發展。此外，本研究亦探討，地方依附對學童的環境行為是否具有預測性，並增強其參與社區與保護環境的積極性。本研究期待能為山野教育在都會區的應用提供實證支持，亦對教育政策的制定與實踐改進提供了參考依據。

*Keywords:* 山野教育、地方依附、環境態

學生學習成效導向之學校效能模式—加拿大經驗與借鏡

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客觀評核學校效能不僅可作為檢核學校辦學之績效，亦可作為督促學校進步的一種手段。本研究旨透過加拿大「問責學生學習成效」(Accountability for student learning outcomes)為導向的模式，回歸重視學生能力建設為主的目標檢核方式，做為教學實踐成功的依據。加拿大「問責學生學習成效」歷經 15 年的研究結果，Michael 和 Santiago (2016) 以安大略省教育改革的案例作為證明這一核心的證據：邁向高品質公共教育的承諾。加拿大安大略省的改進教育方案建立行動理論的證據，該理論將公共教育的提供和投資，與提高學生教育機會、成果的品質和公平性聯繫起來。其核心論點是堅信教育在促進和改善道德、社會、經濟和社會福祉方面發揮核心作用，因此改善整個教育體系應成為國家的直接責任。本研究以一個國小學習扶助班教師為研究對象，進行個案研究。其研究發現如下：(一)教師掌握學習落後學生的基礎能力，能促使素養學習的目標實現；(二)教師針對建立評估資料庫、追蹤數據，能相應地發展精準教學；(三)學校進行各種活動圍繞著有效教學的介入措施，教學將更可以激勵學生；(四)學校氛圍需要是真誠與包容，當學生表現不佳或停滯不前時，應強調能力建設而非指責。

*Keywords:* 學校效能、學生學習成效

社工參與企業大型網路公益慈善活動的經驗初探 —以台新銀行「您的一票，決定愛的力量」  
為例

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台新銀行在 2010 年舉辦「您的一票，決定愛的力量」方案迄今已執行了十五屆（2010-2024），為台灣首創大型網路公益慈善活動，鼓勵社福團體進行線上提案，由社會大眾投票決定，將資源分給入選的社福機構，並由台新銀行公益慈善基金會捐助公益基金，其宗旨是希望在社福團體蓬勃的現今，中小型社福機構能夠透過此活動提高知名度與自我行銷能力，且社會資源能受到妥善的運用。本研究的目的包括：(1)整理歷屆資料，勾勒此公益行銷活動的演變與社福團體參與的概況與特性；(2)訪談曾經參與方案的社工，了解參與此活動過程與經驗、對於社福機構在推動服務和組織發展的正面與負面的影響；以及(3)對方案主責社工在專業與工作負荷的影響。研究結果顯示，首先，從歷年參與資料分析：獲獎機構集中在北部區域、身心障礙類別之機構得獎數高；其次，贊助活動的宗旨是協助中小型非營利組織，然大型財團法人的社福團體仍展現動員優勢。且因在主辦銀行所設計的投票制度上，使得參與團體只能拉票促票，無法聚焦機構服務內容與方案傳遞；第三，近年投票需綁定手機，不僅繁瑣且須提供個資，其程度已讓原本用意失真；第四，部分參與的社工在單位主管壓力下，為了促票而必須放下既定工作，設法透過個人網絡四處拜託、努力拉票，十分消磨與耗竭專業能量。也因此有些單位也陸續放棄，轉而尋求其他募款來源。研究建議主辦單位必須正視參與者擔心個人資料外洩問題，社福團體和工作人員參與此活動的無力感、促票活動的社福行銷與能見度是台新銀行受益，但社福團體實質受益較為有限，以及大型社福團體動員促票優勢大於小型社福單位的影響。

*Keywords:* 企業社會責任、非營利組織、策略性慈善、公益行銷、專業耗竭

***Learning Styles and Vietnamese Students' engagement behavior in Taiwan – A perspective from Hofstede's 6 cultural dimensions***

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Taiwan's Ministry of Education aims to attract 320,000 international students by 2030. Vietnam is one of three potential countries (Vietnam, Philippines, Indonesia) that the Taiwanese government wants to target to meet this goal. This study was conducted to examine the components of learning styles that affect the engagement behavior of Vietnamese students in Taiwan based on the perspective of Hofstede's 6 cultural dimensions. Qualitative and quantitative research methods were combined to meet the research objectives. A questionnaire survey with 113 Vietnamese students who have studied and studying in Taiwanese universities. The research data was analyzed by Partial Least Squares Structural Modeling (PLS-SEM). From the findings, the study discusses and proposes some implications for Taiwanese universities to increase student engagement behavior.

*Keywords: Hofstede's 6 cultural dimensions, learning styles, student engagement behavior*

外部世界與腦中影像：重探李普曼的《輿論》思想

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「輿論」作為新聞研究的主要重點起於何時？近百年前沃爾特·李普曼（Walter Lippmann）的經典著作《輿論》（Public Opinion）對於傳播學的影響始終都在，延續至今；涉及傳播內容、來源與目的，現在學界對於輿論的看法也是愈來愈承認輿論是一項重要工作，但也很難複製前人說法，輿論意涵乃在不斷變動之中。書籍問世百年後，重新回頭閱讀這本經典著作，李普曼在書中第一章提到「外部世界與腦中影像」是很有趣的對比；如果腦中所想與外部世界得以隨機建立種種聯繫與解釋，思想的功用則將蕩然無存，概念上的開展也是紙上遊戲，一切都是隨機的存在。如此看來輿論的行動意義會不會歸於一種無意識的行動？李普曼並沒有給予我們明確答案，但他認為輿論是一種不可脫離的心理機制，不只是表面東西。學界對其瞭解甚少，統計學的介入也只能帶給讀者數據的展現，必須承認其所知之輿論的來源、內容及其目的，於是虛構成為一種解釋的可能甚至必要，在此意義上所有輿論都是一種想像的、虛構的「再現」（representation）。於是輿論者與行動者往往是同為一體，但能有多少認知體會，則往往對於兩者是否有明確概念區分。輿論與行動之間包括的是「擬態環境」（pseudo-environment），當中的「行為」（behavior）與「行動」（acts），都是一種「擬態」所共構的「環境」，卻如實地生活在其中，又建構其中的內涵。

*Keywords: 李普曼、擬態環境、《輿論》、傳播、再現*

### 探討高齡者身心健康及社區凝聚力 - 以參與南投市營北社區開心農場為例

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本研究探討南投市營北社區的「開心農場」對居民身心健康和社區凝聚力的影響。在台灣人口高齡化趨勢下，政府積極推動社區照顧政策，社會也逐漸重視老化對高齡者健康的全方面影響，期望透過社區園圃的種植活動來促進高齡者的身心健康及增強社區連結。開心農場作為一種結合農業與休閒的活動形式，讓參與者在耕作中享受與自然接觸的樂趣，並且獲得身心的滿足及提升社區的連結。本研究以問卷調查方式進行，量表內容包括：自評健康量表、生活滿意度量表、安適幸福感量表、社區認同感與凝聚力量表，對開心農場的了解與參與原因、及人口背景變項、健康狀況、活動參與等，以一對一訪問的方式進行，共蒐集 128 份有效問卷，並針對實驗組（參加開心農場活動，77 份）與對照組（未參加開心農場活動，51 份）以準實驗的方式進行比較。研究結果顯示：在控制相關的背景變項（年齡、學歷）後，參與開心農場的高齡者在自評健康、生活滿意度和幸福感等方面均與對照組有明顯的正向差異，也就是園圃種植活動對於高齡者身心健康的重要影響。透過參與耕作，高齡者獲得穩定的運動機會，不僅有助於維持身體健康，還能延緩老化產生關的健康問題。此外，透過園圃種植活動能與自然接觸，長者因老化伴隨而來的心理壓力也能有效紓解，進而獲得更高的心理福祉——對生活更滿意、感到更幸福。除了個人層面的效益外，本研究也發現開心農場對於社區層面的影響具有正面的意義。參與者透過種植經驗的交流、分享與合作，培養了互助精神和集體意識，也增進了長者對於社區的認同感，進一步促進社區的凝聚力，也為社區內部創造了一個溫暖、支持的環境。綜合上述結果，參與開心農場能產生全方位、具有實務意義的正向效果，不僅能促進高齡者身心健康的方法，同時也是一種能夠增強社區關係的有效方法。開心農場不僅成為南投市營北社區的特色，也活絡了社區關係與高齡者的福祉，本研究結果亦能為其他地區推動類似活動提供參考，進一步推廣這類結合身心健康促進與社區營造的在地化創新模式，也為台灣邁入超高齡社會的挑戰提供具體、有效的解決方案。

*Keywords:* 高齡者、開心農場、身心健康、社區認同、社區凝聚

探討系統性領導力發展計畫於員工績效與職涯影響之研究

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隨著全球化更加變化與多元，企業對靈活應變能力與卓越領導力的需求顯著增長。系統性領導力發展計畫是以結構化和全局視角設計的策略，通過專業課程、多元學習方式，結合定期評估與持續反饋機制，全面提升管理者領導力與職能。本研究探討該計畫對員工績效與職涯發展的影響，並分析其實施機制與成功因素。本研究運用文獻分析與實證研究，從理論與實務角度分析其效益並提出管理建議。結果顯示，系統性領導力發展計畫能顯著提升不同層級管理者的職能與團隊績效，並促進職涯發展，尤其當計畫整合多元學習、實踐應用與持續反饋機制時，效益更為顯著。此外，資源配置、組織文化及領導風格為計畫成功的關鍵因素，企業需強化整合與優化，以確保計畫效果，進一步提升競爭力。為提升計畫成效，應將組織文化與計畫深度整合，使領導力發展融入企業價值觀，並設計不同層級的發展目標，初階主管聚焦基礎管理技能，中高階主管專注戰略決策與變革管理。同時，企業應提供多層次發展平台，包括專業訓練、跨部門合作與實戰演練，建立多維度能力測評體系，以評估與調整發展計畫，確保人才培養的精準性。透過定期評估、數據分析與員工反饋，結合導師機制，確保計畫靈活應變並提升長期效益。總結而言，系統性領導力發展計畫應與企業戰略目標緊密結合，建立動態調整與持續測評機制，以強化個人領導力、提升團隊競爭力，推動組織永續發展。

*Keywords: 系統性領導力發展計畫、員工績效、職涯發展、職能導向、能力測評*

### 藥癮者的社會支持與社會復歸之研究

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由於研究者長期陪伴藥癮家庭的實務經驗啟發了研究的動機，透過近距離觀察，研究者發現，一般人的生活瑣事對藥癮者卻是難以跨越的障礙，因此，研究者希望為藥癮者的處境發聲，讓更多人理解他們的生活不易，期望社會能提供更多包容與支持，拓展藥癮者在社會復歸中的選擇，給予機會以達到生活穩定。本研究旨在探討藥癮者在社會復歸前後的生活模式，及社會支持對復歸歷程的影響，並特別關注家人關係破裂與修復過程的轉折點。透過訪談資料的收集，研究目的希望提出有效建議，協助藥癮者穩定復歸並降低復發率，同時檢視現行政策的不足之處。研究採用質性研究方法，通過立意選樣邀請四位一年內未再違反毒品防制條例的藥癮更生人進行半結構式深度訪談，以主題分析法進行資料蒐集與詮釋。研究結論發現，整合現有資源並擴展多元資源有助藥癮者緩解在復歸過程的挑戰，強化復元的目標不應僅局限於戒毒，還應包括生活品質的提升，因此透過個別化資源介入，協助藥癮者學習新的因應策略，進一步重塑支持網絡，再者專業人員的正向互動經驗可以增強藥癮者的多元生活選擇與探索生命意義的能力。此外，研究發現家人關係在復歸過程既是壓力，也是支持的重要來源，當藥癮者與家人間的負面經驗和創傷尚未完全修復，強行推動關係修復可能會加劇創傷，建議優先療癒過往創傷，建立穩固互動基礎，促進藥癮者與家人正向互動，進而支持協助順利復歸社會。

**Keywords:** 藥癮者、社會支持、社會復歸、家庭支持

### 全球化時代下國際接觸對臺灣學生思維模式影響：PISA 2018 數據的實證研究

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全球化浪潮下，培養具備全球化思維的人才已成為現代教育的核心目標之一（Brooks & Waters, 2021）。國際接觸作為形塑全球化思維的關鍵因素，其對學生未來發展與競爭力的影響值得深入探討（Deardorff, 2020）。本研究基於 2018 年國際學生評量計劃（PISA 2018）數據，運用因素分析與多變量線性迴歸分析，探究國際接觸對台灣學生全球化思維的影響機制。本研究主要目的在探討國際接觸對台灣學生全球化思維的影響，並識別其潛在結構。研究基於 2018 年國際學生評量計劃（PISA 2018）數據（OECD, 2019），運用因素分析與多變量線性迴歸分析進行實證研究。本研究透過分析國際接觸的不同類型及其對全球化思維的影響，為未來教育政策和實踐提供依據。研究重要性體現在理論與實務兩方面。理論上，研究豐富了全球化思維形成的理論框架，特別是闡明了國際接觸在其中的作用機制。實務上，研究為教育機構和政策制定者提供了實證支持，為設計更多元化的國際交流項目和豐富跨文化課程提供了具體建議。基於研究結果，本研究對教育機構、課程設計及政策制定提出具體建議。在教育機構層面，建議建立系統化的國際交流平台，定期舉辦跨國線上學習活動，同時發展國際夥伴學校網絡，促進師生交流與協作。此外，建立國際文化交流中心，提供常態性的跨文化互動機會，亦是強化國際接觸的重要途徑。在課程設計方面，建議將跨文化能力培養納入核心課程評估指標，開發線上與實體混成的國際合作專案課程。同時，強化外語教學與跨文化溝通技能培訓，為學生提供更完整的國際化學習環境。在政策制定層面，建議建立跨部會的國際教育推動機制，提供國際交流活動的經費補助方案。透過系統性的實證研究，本研究深入探討了國際接觸對台灣學生全球化思維的影響，為未來教育政策的制定和教育實踐提供參考，助於推動台灣教育的國際化發展，培養具備全球視野與競爭力的優秀人才。透過這些具體措施的實施，有效提升台灣學生的全球化思維，強化國際競爭力。

*Keywords:* 國際接觸、全球化思維、國際學生評量計劃 2018、多變量線性迴歸分析

***Digital Zen: Aesthetic Exploration and Interpretation of AIGC-Driven Teapot Design***

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This study explores how Japanese Zen aesthetics are extended and reinterpreted within cross-cultural frameworks, explicitly focusing on the applications of Artificial Intelligence-Generated Content (AIGC) technology in the digital interpretation and innovation of traditional art forms. As a cornerstone of East Asian art and philosophy, Zen aesthetics embodies a lexicon of formal elements deeply embedded with profound philosophical underpinnings. To concretize these principles and facilitate cultural exchange, this research adopts the framework of the "Seven Characteristics of Zen Aesthetics" articulated by Shin'ichi Hisamatsu: Asymmetry (Fukinsei), Simplicity (Kanso), Rustic Sublimity (Kokō), Naturalness (Shizen), Profound Subtlety (Yūgen), Unworldliness (Datsuzoku), and Tranquility (Seijaku). These characteristics are distilled into formal elements that serve as parameters for AIGC-generated teapot designs and as a basis for analyzing the aesthetic and spiritual dimensions of Zen-inspired design expressions. The experiment follows three phases of evaluating AIGC-generated teapot designs. In the first phase, samples are assessed for "accuracy" in adhering to the definitional criteria of the seven characteristics. The second phase applies "homogeneity" to identify differentiated designs within similar samples. The third phase selects the most "representative" designs for a preliminary exploration of Zen aesthetics. Subsequently, a framework for evaluating "Zen essence" is established, with expert reviewers in art and design assessing the interpretations and acceptance of Zen aesthetic elements from a Taiwanese perspective. Through the case study of teapot design, AIGC technology demonstrates its capacity to generate diverse, contextually relevant design solutions rapidly, embedding Zen aesthetics into digital contexts while inspiring creators with abundant possibilities. This study reveals nuanced shared and divergent interpretations of Zen aesthetics between Japanese and Taiwanese cultural frameworks, underscoring the adaptability and resilience of Zen aesthetics across cultural landscapes. Providing a theoretical and practical foundation paves the way for further exploration of how artificial intelligence can drive the innovation and sustainable preservation of traditional cultures in a globalized digital era.

*Keywords: Zen (Chan), Shin'ichi Hisamatsu, teapot, artificial intelligence-generated content (AIGC), cross-cultural*

父職參與各面向之相關性分析：從經濟支持到情感陪伴的影響探討

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本研究採用吳瓊洳（2024）發表的「新」好爸爸!?台灣新住民家庭中父職文化與父職參與之研究 -以家中育有青春子女之父親為例(II)中的原始量表及數據進行分析，針對父職參與量表中的各分量表進行探究，了解各分量表間的相關程度，藉以深入探討台灣一般學生家庭中父職參與的多元面向，並提供實證依據，以作為未來親職教育與相關政策制訂之參考。研究結果顯示，在父職參與量表中，不同面向之間存在多種顯著的相關性：賺錢養家與生活照顧（ $r = .535, p < .001$ ）、行為管教（ $r = .472, p < .001$ ）及陪伴支持（ $r = .398, p < .001$ ）間呈現中度正相關，表示父親在經濟方面的投入與其對家庭生活的照顧及陪伴程度之間具有密切相關，且可能影響其在行為管教上的投入；但與課業學習的相關性相對較弱（ $r = .358, p < .001$ ），顯示經濟支持對子女學業參與的影響較有限：生活照顧與行為管教間的相關性最高（ $r = .772, p < .001$ ），顯示父親對家庭生活照顧越多，其在行為規範方面的參與也越積極，又分別與課業學習（ $r = .692, p < .001$ ）及陪伴支持（ $r = .660, p < .001$ ）間相關性達到強正相關，表示父親在生活照顧程度對於子女的課業學習及情感陪伴上具一定影響力；課業學習與陪伴支持（ $r = .698, p < .001$ ），及學校參與（ $r = .650, p < .001$ ）間達到強正相關，表示父親的陪伴與學校參與可促進子女的學業發展；又陪伴支持與學校參與間呈現中等正相關（ $r = .579, p < .001$ ），顯示父親的陪伴行為有助於子女參與學校相關活動情形。父職參與的各個面向彼此密切相關，而生活照顧與行為管教在整體父職參與中扮演關鍵角色，對於子女的教育發展具影響。因此，建議教育機構可加強親職教育，提供父親更多參與的機會，並透過學校與家庭的合作，共同促進子女的全面發展，此外，教育政策制定者可依據本研究結果，設計針對父親參與的課程與資源，協助父親在子女教育中發揮更積極的作用，提升家庭與學校之間的協作成效。

Keywords: 父職參與、親職教育、家庭教育

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**Conference Website:** <https://reurl.cc/ge53xL>

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# 議場須知 Meeting Instructions

各位與會來賓您們好：

誠摯的歡迎各位蒞臨本校 2025 第二屆新常態下之人文、教育與社會實踐國際會議（2<sup>nd</sup> ICHESPAN2025），為使會議更加順利進行，以下幾點說明，提請各位留意。

1. **議場服務處及報到處**：3月6日當天上午請先至行政中心大樓（A棟）主會場 **A115 會議廳** 前報到處完成**線上報到（Google 表單）**，並給工作者確認之後即可完成報到手續。若您下午才抵達會場者，可同時在 **A115 或 M119 前**（管理學院大樓，也是人文社會學院大樓）報到

1.1 大會報到處分三個分流：貴賓（講者、主持人、合作學校及校內主管）、論文發表者、非論文發表者（活動參與者）。

1.2 若需「發表證明」或「研習證明者」請索取**參與場次認定表**。

2. **論文發表者**：本大會議僅採此**電子版會議手冊**，屆時也會在**報到處設置 QR code 連結**。

2.1 請於發表場次之時間前 30 分鐘於大會的報到處(A115 或 M119 前)完成報到，並 10 分鐘前往各場次之發表會場預備口頭報告（但須等前一場次完成後再行進入會場）。

2.2 請自行制定簡報檔（PPT），檔名註明大會給的發表代碼及作者名稱，於發表前 10 分鐘，交由各場次之工作人員事先登錄在各場次的電腦中。

2.3 每篇發表者之口頭報告時間 12 分鐘，但因各場次場地及參與者情況不同，必要時該場次主持人得進行調整子場次報告者的報告時間，但以不超出每場次既定時間，以免影響接續的場次之進行。

2.4 為使發表證明給與順利，各子場次現場會再請報告者確認各報告者的資訊是否正確，並請簽名確認。

2.5 各場次開始後 20 分鐘即關門，並停止開放入場及簽到。若未到或未發表者，即無法核發「發表證明」。

3. **非論文發表者（活動參與者）**：

本次活動會核發研習時數，於會後統一用 Email 寄送電子研習證明，故請於報到處進行線上報名時，留意個人資訊及 Email 的正確性，不另行蓋章。

3.1 索取參與場次認定表，各場次會設定實體認定，進行簽名或認證章，以利核對實際參與者與會的場次及時間。

3.2 各場次開始後 20 分鐘即關門，並停止開放入場及簽到。若未到者，即無法核發「研習證明」。

3.3 **研習時數核給範例**：若您參加【專題演講】(2 小時)、【子場次 1】(1.5 小時)，且無遲到早退，離開前至服務台繳交研習場次認定表，最後可獲得 3.5 個小時時數。

#### 4. 關於用餐：(請自行攜帶環保水杯及自備餐盒)

- 4.1 因本場次無收取報名費，上午場次參與者，除貴賓及參與籌備工作者外，暫無提供午餐（上午參與者可於校內餐廳及 7-11 進行用餐；下午參與者亦無供餐）。
- 4.2 會場會有指示用餐地區之參考，歡迎至校園各處自行用餐，用餐完畢自行將垃圾清理。大會提供之用餐教室僅提供給與會貴賓及參與籌備之工作者使用。

#### 5. 停車：

- 5.1 因週四校內課程師生人數較多，**停車空間較少**，請與會者盡量搭乘大眾交通工具，如自行開車前來者請由校門口進入停車（平面車位），或至校門口正對面之亞大美術館停車場停車。
- 5.2 本校酌收停車費用，依公告平日約 1 小時 20 元，無上限；離開前請自備零錢、線上付款至繳費處繳費。
- 5.3 請注意！校園附近請勿鳴按喇叭。

再次感謝您們的配合，也期待與您們有一場美好的研討會議。

Dear Participants:

A warm welcome to our international conference (2<sup>nd</sup> ICHESPAN2025). To ensure a smooth and successful event, please take note of the following details:

## 1. Registration and Conference Service Desk

On March 6, **in the morning sessions**, please complete the online check-in (Google Form) at the registration desk in front of the main conference hall, **A115**. After the staff confirms your check-in, it will be complete.

If you only attend the **afternoon sessions**, you can also check in at the registration office in front of **A115 or M119** (in the College of Management, also the College of Humanities and Social Sciences, Building **M**).

1.1 The registration desk is divided into three categories: VIPs (Speakers, Session Chairs, Partner Institutions, and University Administrators), Paper Presenters, and Non-Presenting Participants (Participant only).

1.2 If you require a **presentation or participation certificate**, please request a session attendance verification form.

## 2. Presenters

This conference only provides an electronic version of the conference handbook, with a QR code link at the information desk.

2.1 Please check in at the **Registration and Conference Service Desk (A115 or M119) at least 30 minutes before your session starts**. Be prepared for your **oral presentation 10 minutes in advance** (but enter only after the previous session concludes).

2.2 Prepare your presentation slides (**PowerPoint**) and name the file with your assigned presentation **code and author name**. Please submit it to **the session staff 10 minutes before** your presentation for pre-loading on the computer.

2.3 Each oral presentation is allocated 12 minutes. However, session chairs may adjust time allocations as needed, ensuring the session remains within its designated duration.

2.4 Presenters must confirm their information and sign a verification sheet on-site to facilitate issuing presentation certificates.

2.5 **Doors will close 20 minutes after the session starts**, and latecomers will not be allowed entry or sign-in. **Failure to present will result in no-issuance of a presentation certificate.**

## 3. Non-Presenting Participants (Participant only)

3.1 Participant hours will be recorded, and an **electronic Participant Certificate** will be emailed after the event. Please ensure your **personal details and email address are correct** during online registration. No physical stamps will be provided.

3.2 If you require session attendance verification, each session will have a physical verification process (signatures or stamps) to **confirm participation**.

3.3 **Doors will close 20 minutes after the session starts**, and latecomers will not be allowed

entry or sign-in. Failure to attend will result in no issuance of a Participant Certificate.

3.4 Participant hours calculation example: If you attend [Keynote Speech] (2 hours) and [Session 1] (1.5 hours) without arriving late or leaving early, and you submit your attendance verification form at the service desk before leaving, you will receive a total of 3.5 participant hours.

#### 4. Meals (Please bring your own reusable cup and lunchbox)

4.1 As no registration fee is charged for this event, lunch will not be provided for morning session attendees except VIPs and conference staff. Morning attendees may dine at the on-campus cafeteria or 7-Eleven. Afternoon session attendees will also not be provided with meals.

4.2 Designated dining areas will be indicated at the venue. You are welcome to dine anywhere on campus but are responsible for cleaning up your waste. The designated dining rooms are reserved for VIPs and conference staff only.

#### 5. Parking Information

5.1 As Thursday is a busy academic day, parking spaces on campus are limited. Attendees are strongly encouraged to use public transportation. If driving, please park in the campus parking lot (ground-level spaces) or the Asia University Museum of Art parking lot across the main gate.

5.2 A parking fee applies: approximately NT\$20 per hour on weekdays (no daily maximum). Please prepare coins or use online payment before leaving.

5.3 Reminder: Please do not honk near the campus area.

**We appreciate your cooperation and wish you a fruitful and enjoyable conference!**



Gate of campus 校門口



停車繳費機 Parking payment machine

## 交通及場地 Transportation and Venue

<p><b>高鐵台中站到本校</b></p> <p>搭乘高鐵至台中烏日站，由一樓大廳層 6 號出口方向轉搭乘中台灣客運 151 路公車(請注意往亞洲大學/往市區為不同月台)至亞洲大學安藤館站下車即可。</p> <p><a href="#">高鐵時刻表</a> <a href="#">中台灣客運 151 號交通路線及班次表</a></p>	<p><b>From the THSR-Taichung Station to AU</b></p> <p>First, find the bus stop at Exit 6 on the 1<sup>st</sup> floor at the station, and take shuttle bus No.151 to AU.</p>
<p><b>台中火車站到本校</b></p> <p>搭乘台鐵至台中站，由舊站出口步行至對面台灣大道與綠川東街路口，轉搭乘台中客運 201 號或 108 號公車到亞洲大學站下車；或由東站(復興路)出口搭乘總達客運 6322 號公車到亞洲大學安藤館站下車，約 40 分鐘即可抵達</p> <p><a href="#">台鐵時刻表</a> <a href="#">台中客運 200 號交通路線及班次表</a> <a href="#">台中客運 108 號交通路線及班次表</a> <a href="#">總達客運 6322 號交通路線及班次表</a></p>	<p><b>From the Taichung Railway Station to AU</b></p> <p>First, take any train to Taichung Railway Station, find the bus station across the station, then take Taichung City Bus No. 201 or 108 to Wufeng; and it takes 30 minutes to AU.</p>
<p><b>自行開車：高速公路</b></p>	<p><b>Highway Information</b></p>
<ul style="list-style-type: none"> <li>● <b>經國道一號(中山高速公路)：</b> 經國道一號轉國道三號南下草屯方向，於 211 公里處「霧峰交流道」下，經中二高引道後右轉台三線省道往草屯方向，直行遇柳豐路/中 110-1 鄉道右轉即可到達。</li> <li>● <b>經國道三號(福爾摩沙高速公路)：</b> 經國道三號，於 211 公里處「霧峰交流道」下，經中二高引道後右轉台三線省道往草屯方向，直行遇柳豐路/中 110-1 右轉即可到達。</li> <li>● <b>經國道六號：</b> 經「國道六號」往台中方向，接中二高往北，於 211 公里處「霧峰交流道」下，經中二高引道後右轉台三線省道往草屯方向，直</li> </ul>	<ul style="list-style-type: none"> <li>● <b>From National Freeway No. 1：</b> Take National Freeway No. 1, transit to National Freeway No. 3, exit Wufeng towards Wufeng/Caotun, travel along Zhongzheng Rd., and make a right turn (1.1km) onto Lioufeng Rd. to reach AU.</li> <li>● <b>From National Freeway No. 3：</b> Take National Freeway No. 3, and take exit Wufeng towards Wufeng/Caotun, travel along Zhongzheng Rd. and make a right turn (1.1km) onto Lioufeng Rd. to reach AU.</li> </ul> <p><b>From National Freeway No. 6：</b> Take National Freeway No. 6 northbound (heading to Taichung City), transit to National Freeway No. 3, and take exit Wufeng towards</p>

<p>行遇柳豐路/中 110-1 右轉即可到達。</p>	<p>Wufeng/Caotun, travel along Zhongzheng Rd. and make a right turn (1.1km) onto Lioufeng Rd. to reach AU.</p>
<p><b>自行開車：快速道路</b></p>	<p><b>Freeway Information</b></p>
<p>● <b>經中彰公路(74 號快速道路)：</b>  西行(西屯、南屯、彰化)  從 74 號快速道路往西，於 200 公里處「快官交流道」下，接中二高往南由 211 公里處「霧峰交流道」下，經中二高引道後右轉台三線省道往草屯方向，直行遇柳豐路/中 110-1 右轉即可到達。</p> <p>東行(潭子、北屯、太平、大里)  經 74 號快速道路往東，於 211 公里處「霧峰交流道」下，經中二高引道後右轉台三線省道往草屯方向，直行遇柳豐路/中 110-1 右轉即可到達。</p> <p>● <b>經東西向快速道路(76 號快速道路)：</b>  經 76 號快速道路往南投(32.6 公里)接中二高往北，於 211 公里處「霧峰交流道」下，經中二高引道後右轉台三線省道往草屯方向，直行遇柳豐路/中 110-1 右轉即可到達。</p>	<p><b>From National Highway No. 74：</b>  Westbound (Xitun、Nantun、Changhua)  Take National Highway No. 74 westbound and take exit at Kuaiguan and transit to National Highway No. 3, and take exit Wufeng towards Wufeng/Caotun, travel along Zhongzheng Rd. and make a right turn (1.1km) onto Lioufeng Rd. to reach AU.</p> <p>Eastbound (Tanzi、Beitun、Taiping、Dali)  Take National Highway No. 74 eastbound and exit Wufeng towards Wufeng/Caotun, travel along Zhongzheng Rd., and make a right turn (1.1km) onto Lioufeng Rd. to reach AU.</p> <p><b>From National Highway No. 76：</b>  Take National Highway No.76 eastbound to 32.6km-Nantou, continue onto National Freeway No. 3 northbound and take exit Wufeng towards Wufeng/Caotun, travel along Zhongzheng Rd. and make a right turn (1.1km) onto Lioufeng Rd. to reach AU.</p>

# 亞洲大學校園地圖 Campus map

地址 Address : 413 台中市霧峰區柳豐路 500 號 (<https://www.asia.edu.tw/>)

500, Lioufeng Rd., Wufeng, Taichung 413305, Taiwan (<https://web.asia.edu.tw/>)

研討會網站 Conference Website: <https://reurl.cc/ge53xL>

聯絡信箱 Contact Email: [ichespan@gamil.com](mailto:ichespan@gamil.com)

主場次 Main Room : **A115 會議廳** ← (行政中心大樓 A115 會議廳)

子場次 Subtheme Room: **A115、M119、M203、M318、M521**

(管理學院大樓 College of Management Building, M Building 也是人文社會學院)



A115

M119、M203、M318、M521

